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ABSTRACT

This study departs from the usual follow-up study in these ways. First, the study was directed not just toward determining what former students were now doing, but their satisfaction with experiences at Catonsville Community College (CCC). Second, students were asked to indicate their satisfaction with various experiences they had had at CCC. These included the college environment; college services; courses taken in four areas: social sciences, humanities, natural sciences, and career vocational and professional courses; development in the affective domain; and job satisfaction, if they were employed. Third, these and other scales which were developed for this study were subjected to reliability analysis based on a stratified random sample. On request, a complete copy of the follow-up study will be loaned from the Office of Institutional Research. However, the chapter presented is the essence of the study--the student response. (Author)

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ED 092184

FOLLOW - UP STUDY OF ENTRANTS

Fall 1966 - Spring 1969

CATONSVILLE COMMUNITY COLLEGE

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JC 740 176

This report contains Chapter 4, "Presentation of Results of the Study," ---a follow-up of Catonsville Community College entrants from Fall 1966 through Spring 1969.

This study was funded by a grant from the Maryland State Department of Education, Division of Vocational Education in order that a model follow-up study be designed which could be replicated by other Maryland community colleges.

This study departs from the usual follow-up study in these ways. First, the study was directed not just towards determining what former students were now doing, but their satisfaction with experiences at CCC. Second, students were asked to indicate their satisfaction with various experiences they had had at Catonsville Community College. These included the college environment; college services; courses taken in four areas: Social Sciences, Humanities, Natural Sciences and Career Vocational and Professional courses; development in the affective domain; and job satisfaction, if they were employed. Third, these and other scales which were developed for this study were subjected to reliability analysis based on a stratified random sample.

More typical kinds of information were also sought which included experiences of students who transferred to other institutions and those who were employed. Questions were also asked of all students with regard to their involvement in such areas as community activities and non-credit educational activities.

Forty-four percent of the student population responded after a second mailing of the questionnaire and a telephone survey. We found that the more exposure a student had to the college, the more likely was the student to respond to the survey. Graduates (68% return rate), students who had completed more than 37 or more credit hours (60% return rate), and full-time students (48% return rate), had a greater percentage of return than non-graduates (39% return rate), students who had completed 1-36 credit hours (34% return rate) and part-time students (37% return rate). Program area choice did not affect the return rate; the return rate of career-professional students (43% return rate) and transfer students (44% return rate) was the same.

Acknowledging that the impact of the college may well be different upon different subgroups of students, the data to each question was tabulated in the following manner: career and transfer students, students who had completed 1-36 credits and students who had completed 37 or more credits. The data throughout the attached chapter is presented separately by question, for career and transfer students and credit hour breakdown is also included where differences were found.

Upon request, a complete copy of the follow-up study will be loaned from the Office of Institutional Research. However, the attached chapter is the essence of the study - the student response.

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CHAPTER IV

PRESENTATION OF RESULTS OF THE STUDY

The responses to each of the questions are presented for both career and transfer program students* plus combined totals. In cases where the amount of credits earned (1-36 or 37 or more) seem to affect the responses, the appropriate numeric data is presented in prose form and occassionally in tabular form. Data is presented in this manner for reasons of clarity and brevity.

The data is organized for each question and each hypothesis in the following manner: reproduction of the question and tabulation of responses, in percentages and a prose, analysis section. Analysis of the main questionnaire to which all students were asked to respond is presented first, followed by the questionnaire for those who had continued their formal education, the questionnaire for those who were employed and the hypothesis section.

1. While attending CCC, did you change your curriculum...

	Career Students	Transfer Students	Total Students
Not at all	82%	76%	78%
One time	16%	21%	20%
More than one time	2%	3%	3%

Most students did not change their curriculum while attending CCC and this was true for 6% more of the career than transfer students. Of those students who did change their curriculum, most did so only one time. Apparently, most students tend to make their program choice prior to entering the College, yet 23% alter their career or program plans after

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*In the prose section career and transfer program students are most usually referred to as career students and transfer students.

entering. This supports the continuing need for specialized activities directed towards program choice as the 'career counseling center' project and the faculty advisement program whereby students can choose an advisor based on knowledge of his academic, vocational and avocational interests.

2. Please check your one primary reason for first attending CCC.

	Career Students	Transfer Students	Total Students
To obtain an AA degree before transferring	13%	33%	26%
To obtain an AA degree; no further immediate educational plans	21%	6%	11%
To obtain training in a special program or upgrade skills	47%	7%	20%
To take some college level courses before transferring	6%	27%	20%
To take some liberal arts courses which interested me	3%	4%	4%
To get some college education	10%	23%	19%

There was an obvious difference in the educational goals expressed by career and transfer students. Nearly half of the career students said that they first attended CCC to obtain training in a special program or upgrade skills, whereas one-third of the transfer students indicated they had intended to obtain an AA degree before transferring. 60% of transfer students indicate that they do intend transfer, either prior to or

after receiving the AA degree. 68% of career students are either upgrading current skills or gaining new job skills either by taking selected courses or by intending to complete an AA program.

An analysis by credit hours completed showed that one-half of the students who completed less than 37 credits were enrolled either to obtain training in a special program or to get some college education. One half of the students completing more than 37 credits planned to obtain an AA degree. Thus, the less credits completed, the less likely was the goal upon entry to CCC perceived to be one of AA degree attainment. Whether this is a function of cognitive dissonance is not known. Interestingly, 18% of students completing less than 37 credits had intended upon entry to transfer to another higher educational institution.

The distribution of goal choices substantiate the often hypotheized view that persons attend community colleges for reasons other than degree attainment. They make questionable the usage of degrees granted as a measure of output for all program areas and suggest that, if accountability is to be come a reality, students be asked their goals upon entry to the college. Beginning with all new entrants during Fall 1973, this question will be asked on the admissions application. This information will enable us to match student goals with achievement of these goals as an output measure.

3. Please check all of the following educational activities in which you participated after leaving CCC.

	Career Students	Transfer Students	Total Students
High school adult programs	4%	4%	4%
Non-credit courses at two or four-year colleges	3%	5%	4%
Correspondence course	3%	4%	3%
On-the-job training course	21%	13%	16%
TV Course	1%	1%	1%
Attended concerts, ballets, theatres, film productions, lectures	22%	31%	28%
Other	20%	24%	22%
None of the above	25%	18%	20%

The data reveals two interesting differences in participation in educational activities of former CCC students. 21% of career students as opposed to 13% of transfer students are involved in on-the-job training courses. 31% of the transfer students as opposed to 22% of the career students attended concerts, ballets, theatres, film productions and lectures. Overall, 7% more transfer students were involved in educational activities.

Apparently, transfer students participate in cultural activities to a higher degree than career students. Former CCC students also expressed that they continued their education through non-credit courses in the high school and colleges. An examination of the written responses to 'other' educational activities reveals that students tended to specify formal educational activities, i.e., attendance for credit courses at another college.

Most former CCC students do participate in informal educational activities after departing from CCC. It would be interesting to determine which and how various CCC environmental factors affect the choice and level of participation in informal educational activities.

4. Please check all of the following community activities in which you you have participated after leaving CCC.

	Career Students	Transfer Students	Total Students
Junior Chamber of Commerce, community group	4%	3%	4%
Political party, political organization	11%	13%	13%
Church group	23%	21%	22%
PTA, school volunteer	12%	12%	12%
Red Cross, hospital volunteer	4%	4%	4%
Recreation, athletic group volunteer, scouting	22%	24%	24%
Other	24%	23%	23%

A review of the responses to this question revealed that most former students do participate in community activities. Career and transfer students were much alike in their choice of activities with participation in church groups and serving as a volunteer in local recreation or scouting groups being selected most often. Interestingly, 13% of former students were involved in local political activities and it is speculated that this is a much larger percentage than would be achieved among non-CCC students in the community. Students who had completed 37 or more credits tended to participate in political activities much more often than those who had completed less credits (18% and 8% respectively).

It is apparent that former CCC students serve their communities in a variety of ways, much as their community has served them in contributing to their education at CCC.

5. How did you locate your first job after leaving CCC?

	Career Students	Transfer Students	Totl Students
Have not been employed	7%	17%	14%
CCC faculty	4%	1%	2%
CCC counselors	1%	-	-
Employment agency	3%	3%	3%
Family or friends	8%	11%	10%
Your own initiative	22%	36%	35%
Held same job while attending CCC	45%	31%	35%

86% of all students indicated they have been employed since leaving and nearly half of the career students and one-third of the transfer students indicated they held the same employment while attending CCC. There was a marked difference between students who had completed less than 37 credit hours or 37 or more credit hours on this item. Of those completing less than 37 hours, 48% indicated they held the same job while attending CCC and only 23% of those who completed 37 or more hours indicated that they held the same job. Of those completing less than 37 credit hours, 64% of the career students and 39% of the transfer students indicated they held the same job while attending CCC.

It is apparent that career students, particularly those who earn less than 37 credits at CCC, tend to hold the same job and supports the contention that many students do attend CCC in order to upgrade job skills.

Of those students who accepted a new job after leaving CCC, most said they located their job through 'their own initiative.' CCC did not have an active placement office at the time these students attended the college which quite probably explains the relatively low percentages indicating CCC counselors or CCC faculty as being responsible for the location of their first job.

6. On your first job after leaving CCC, what was your annual full-time salary before taxes? (IF YOU WERE WORKING PART-TIME, CALCULATE YOUR SALARY ON A FULL-TIME BASIS.)

	Career Students	Transfer Students	Total Students
Have not been employed	9%	19%	16%
$5,000 to $6,000	38%	41%	40%
$6,000 to $7,000	13%	14%	14%
$7,000 to $8,000	12%	12%	12%
$8,000 to $9,000	8%	5%	6%
Above $9,000	20%	9%	13%

The percentages of students who have not been employed suggests that at least some of these students are still enrolled in a college.

Most students, both career and transfer, on their first job after leaving CCC earned $5,000 to $6,000 annually. 20% of career students as contrasted to 9% of transfer students earned above $9,000 annually. Considering that many career students responded to the previous question by stating that they currently held the same job as when they attended CCC, it appears likely that many of the career students earning over $9,000 annually fell into this group and had acquired the accompany financial benefits. This is supported by the responses of those completing less than 37 credits, where 20% indicated they earned $9,000 or more as opposed to only 5% of those completing 37 or more credits. Excepting those students who earned above $9,000, it is interesting to note that the salary distribution of both career and transfer students was nearly the same. It should be recalled that the vast majority of surveyed students would have obtained their first job prior to 1970, undoubtedly, the beginning salary today would be much higher.

7. If you have been unable to find employment, the primary reasons is...

	Career Student	Transfer Student	Total Student
Question does not apply to me	86%	80%	82%
Salary too low	0	1%	1%
Few openings in my field	2%	2%	2%
Military status interfered	3%	4%	3%
Additional educational training is needed	2%	6%	5%
Academic record	0	0	0
Other	7%	7%	7%

Both transfer and career students indicated little difficulty in locating employment. Whether this is because they have not sought employment or because they have jobs they held while attending CCC or are full-time students at another institution is not available from the data. It is interesting to note that 6% transfer students and 2% of the career students indicated that additional education training was needed. This finding was not unexpected: transfer students may well have job expectations which require more education and it is not known whether career students in this category completed their program.

One may infer from this data that CCC is offering relevant and good program training which enables students to locate employment.

8. The following items describe aspects & services of Catonsville Community College. In the appropriate space to the right of each statement would you please check the degree to which you were satisfied.

Low = ratings of 1, 2
High = ratings of 4, 5
(Middle rating, 3, is not presented)

	Career Students		Transfer Students		Total Students	
	Low	High	Low	High	Low	High
	%	%	%	%	%	%
Overall quality of instruction	10	62	8	64	9	63
Faculty availability after class	13	66	11	69	12	68
Faculty interest in students	10	67	11	69	11	68
Freshman orientation program	47	27	54	23	52	24
Availability of cultural programs	17	40	25	36	23	37
Assistance finding employment	44	36	49	25	47	29
Counseling for course selection	36	40	40	39	39	38
Counseling for personal problems	23	49	26	52	24	51
Overall college facilities	12	61	14	58	14	59
Facilities in my college program	16	59	19	49	18	52
Student-faculty relationship	9	73	10	68	10	70
Student relationships	10	67	12	68	11	68
Student influence in college decisions	24	40	14	24	24	41
Variety of student extra-curricular activities	13	52	18	52	17	52
Variety of student organizations	16	52	20	48	19	50
Academic atmosphere	18	54	19	51	19	52
Overall college atmosphere	12	64	15	63	14	63

This question was designed to service as College Environmental and Services Satisfaction Index. The Environmental Satisfaction Index is composed of the following variables: 1, Overall quality of instruction; 2, faculty availability after class; 3, faculty interest in students; 5, availability of cultural programs; 11, student-faculty relationships; 12, student relationships; 13, student influence in college decisions; 14, variety of student extra-curricular activities;

15, variety of student organizations; 16, academic atmosphere and 17, overall college atmosphere. The remainder of the items formed the Services Satisfaction Index. Reliability ratings, obtained through the use of Hoyt's formula, were very high for all scales:

Environmental and Services Satisfaction Index	.89
Environmental Satisfaction Index	.86
Services Satisfaction Index	.76

Respondents who indicated they did not have experience with the item were removed prior to the calculation of percentages. For ease in viewing responses, only high (ratings of 4 and 5) and low (ratings of 1 and 2) are presented; the middle range (ratings of 3) are deleted.

On the Environmental Satisfaction Index, more than half of the students gave high satisfaction ratings to these items:

overall quality of instruction (63%)
faculty availability after class (68%)
faculty interest in students (68%)
student-faculty relationships (70%)
student relationships (68%)
variety of student extra-curricular activities (52%)
variety of student organizations (50%)
academic atmosphere (52%)
overall college atmosphere (63%)

On only two of the scale items did students give less than half high satisfaction ratings:

availability of cultural programs (37%)
student influence in college decisions (41%)

It should be noted that, not for one item on the Environmental Satisfaction Index, did students give a majority of low satisfaction ratings--the highest percentage was 24%. It is apparent that most students are very satisfied with CCC's environment and that the college's primary concern, that of service to students, has been achieved.

Responses to this item were also reviewed in terms of the number of credit hours completed. Excluding the following exceptions, students who had completed 37 or more credits were more satisfied than students who had completed less credits. Possible explanations for this include that students who have completed 37 or more credits are more familiar with or have participated more in these areas and that their commitment to the college is greater because they have invested more time.

Exceptions include the following items. Students completing less than 37 credits were more satisfied with the availability of cultural programs. It is speculated that many of these students were working full-time and attending college part-time and would have less time for, and probably lower expectations for, a variety of cultural activities. The same may well be true for this same group of students who were more satisfied with the variety of student organizations. In only one instance, that of the variety of student extra-curricular activities, was there no difference between students who had completed less than 37 or 37 or more credits.

On the Services Satisfaction Index, more than half of the students gave high satisfaction ratings to these items:

counseling for personal problems (51%)
overall college facilities (59%)
facilities in my college program (52%)

In two areas students gave a majority of medium or high ratings:

assistance finding employment (53%)
counseling for course selection (61%)

And in one area, students gave a preponderance of low ratings:

freshman orientation program (52%)

Although the ratings on this scale were not as high as those give on the Environmental Satisfaction Index, it should be noted that changes directly affecting these areas have been instituted. We now have an active placement office, a new academic advisement program and a revised freshman orientation program. An identical survey of students who have been at CCC after these changes have been made will provide comparative data with which to evaluate these changes. It is apparent that the College has responded to change in needed areas.

Noteworthy differences among groups occurred in two instances: students completing less than 37 credits are more satisfied with the freshman orientation program and career students are more satisfied with the college facilities in their program than are transfer students. Given that these students attended CCC during a period of much on-campus building and prior to the Physical Development Center being located on-campus, the overall college facility ratings appear to be high.

Overall, students are satisfied with the services of the college and in those areas where less satisfaction was expressed, changes have already been instituted.

Questions 9-12 are identical in terms of items, but ask students to rate four areas in which they have taken courses: social sciences, humanities, natural sciences and career vocational/professional.

A rating scale from 1 (highly disagree) to 4 (highly agree) was utilized. For ease of interpreation, ratings of 3 and 4 (agree and highly agree) are grouped together and presented. It is important to note that the statements used in this index were based upon factors said to be important in program evaluation from available research, but do not purport to yield an overall satisfaction index. Instead, items should be reviewed as to their appropriateness for each area of courses so that responses can be interpreted meaningfully. For example, few ratings of agree or highly agree with an index item may be desirable. Each of the course areas will be presented separately followed by a total response chart for the combined areas.

Each section of the following statements applies to the defined area of courses. Please indicate your degree of agreement with the statement by placing a check in the appropriate box. If you have not taken courses in one of the areas, do not rate that area and go on to the next.

9. SOCIAL SCIENCE: Anthropology, Geography, History,,Political Science, Psychology, and Sociology, etc.

	Combined % of Agree & Highly Agree*		
	Career Students	Transfer Students	Total Students
There was an adequate variety of courses	85	77	79
There was less emphasis on memorizing facts and more emphasis on analysis	57	53	54
The courses were useful in preparing me for my future	64	60	61
Faculty stressed the necessity of practical application of course material	60	53	55
In general, I was satisfied with course in...	78	77	78

* A four-point scale was used; the percentages presented are an addition of the top half of the scale.

Adequate reliability, .60, was obtained for this scale using Hoyt's formula. Overall, 78% of students agreed or highly agreed that they were satisfied with their social science courses. Most students, expecially career students, also felt there was an adequate variety of courses. The smaller percentage of transfer students who felt this way may be due to those who wished to major in one of the social sciences at a transfer college and were unable to take specialized courses which interested them.

Interestingly, most students felt that the courses were useful in 'preparing me for my future', yet a smaller percentage indicated that analysis and the practicality of course material was stressed. Career students rated their social science courses higher on each item than did transfer students and this may well speak to efforts of faculty to gear their classroom presentations to the needs of students.

Each section of the following statements applies to the defined area of courses. Please indicate your degree of agreement with the statement by placing a check in the appropriate box. If you have not taken courses in one of the areas, do not rate that area and go on to the next.

10. HUMANITIES: English, Music, Philosophy, Speech, Art, etc.

Combined % of Agree & Highly Agree*

	Career Students	Transfer Students	Total Students
There was an adequate variety of courses	79	79	79
There was less emphasis on memorizing facts and more emphasis on analysis	74	74	74
The courses were useful in preparing me for my future	60	66	65
Faculty stressed the necessity of practical application of course material	61	63	62
In general, I was satisfied with course in...	71	78	76

*A four-point scale was used; the percentages presented are an addition to the top half of the scale.

Adequate reliability, .59, was obtained for this scale using Hoyt's formula. Overall, most students agreed or highly agreed that they were satisfied with courses they had taken in the humanities. They also felt that there was an adequate variety of courses. Students were slightly less sure, but still agreed, that the courses were useful in preparation for the future and that faculty stressed practical application of course material.

Differences occurred between transfer and career students with transfer students being somewhat more satisfied with humanities courses and their usefulness in the future. When responses were viewed by credits completed, no notable differences occurred. It appears that a student's major area, career or transfer, affects ratings of humanities courses. The higher ratings accorded the humanities area by transfer students may be a function of the role these courses play in the student's future, particularly of those students who transfer to a four year college and major in the humanities.

Each section of the following statements applies to the defined area of courses. Please indicate your degree of agreement with the statement by placing a check in the appropriate box. If you have not taken courses in one of the areas, do not rate that area and go on to the next.

11. NATURAL SCIENCE: Astronomy, Biology, Chemistry, Geology, Mathematics, Physics, Physical Science, etc.

Combined % of Agree & Highly Agree*

	Career Students	Transfer Students	Total Students
There was an adequate variety of courses	83	81	82
There was less emphasis on memorizing facts and more emphasis on analysis	53	48	49
The courses were useful in preparing me for my future	63	55	58
Faculty stressed the necessity of practical application of course material	63	60	60
In general, I was satisfied with course in...	71	68	69

*A four-point scale was used; the percentages presented are an addition of the top half of the scale.

An adequate reliability of .60 was achieved for this scale by using Hoyt's formula. Overall, most students agreed or highly agreed that they were satisfied with their natural science courses. Students overwhelmingly

felt there was an adequate variety of courses and also felt that faculty stressed the necessity of practical application of course material. Interestingly, more career than transfer students felt that the courses were useful in preparation for the future which perhaps speaks to special efforts on the part of natural science faculty to meet the needs of students enrolled in different majors. Both career and students who had completed less than 37 credits felt that there was more emphasis on analysis and less emphasis on memorizing facts than did the other groups of students. This response may be a function of the level of courses taken in natural sciences; surely, the more advanced courses would require much additional factual learning than would a general, first year course.

> Each section of the following statements applies to the defined area of courses. Please indicate your degree of agreement with the statement by placing a check in the appropriate box. If you have not taken courses in one of the areas, do not rate that area and go on to the next.

12. CAREER VOCATIONAL & PROFESSIONAL: Education, Nursing, Engineering, Business, other technology courses, etc.

Combined % of Agree & Highly Agree*

	Career Students	Transfer Students	Total Students
There was an adequate variety of course	83	73	78
There was less emphasis on memorizing facts and more emphasis on analysis	76	66	71
The courses were useful in preparing me for my future	81	75	78
Faculty stressed the necessity of practical application of course material	88	75	81
In general, I was satisfied with course in...	85	73	79

*A four-point scale was used; the percentages presented are an addition of the top half of the scale.

An adequate reliability of .59 was achieved on this scale using Hoyt's formula. Overall, students agreed or highly agreed that they

were satisfied with courses in career vocational or professional area. Career students consistently gave higher ratings on each item than did transfer students probably due to the fact that they were rating courses in their major area as opposed to "trying out" courses in a career field which migh apply to many transfer students. It is important to note that students also rated professional courses which are part of transfer programs such as engineering, education and business and the responses of these students are included with responses of non-professional program transfer students. This may account for the lower ratings accorded this course area by transfer students.

The number of credit hours completed also appeared to affect student ratings in this area. With the exception of ratings on an adequate variety of courses, students with 37 or more credits consistently agreed more often with the items. This may be a function of both commitment to courses in one's major area as well as more experience with courses in this area.

More than in the other three course areas, students agreed that they were satisfied with courses in the career vocational and professional area and found them useful in preparation for the future. This

suggests that courses in this area have relevance for all students who enter the college and that students acknowledge this relevance.

Overall chart which includes total responses...in Four Areas of Study

> Each section of the following statements applies to the defined area of courses. Please indicate your degree of agreement with the statement by placing a check in the appropriate box. If you have not taken courses in one of the areas, do not rate that area and go on to the next.

Total Responses in Percentages for Combined Ratings of 'Agree' and 'Highly Agree' in Four Areas of Study

	Social Sciences %	Humanities %	Natural Science %	Career Vocational & Professional %
There was an adequate variety of courses	79	79	82	78
There was less emphasis on memorizing facts and more emphasis on analysis	54	74	49	71
The courses were useful in preparing me for my future	61	65	58	78
Faculty stressed the necessity of practical application of course material	55	62	60	81
In general, I was satisfied with courses in...	78	76	69	79

Remembering that differences occurred in responses between career and transfer students and between students completing less than 37 hours and more than 37 hours, a total response chart is presented. Overall, students were most likely to agree that the natural science area had an adequate variety of courses; that the humanities area emphasized

facts less and analysis more; that career vocational and professional courses were most useful in preparation for the future, that faculty in this area stressed more the necessity of practical application of course material and that they were most satisfied with these courses.

The data suggests that if we were to select an item upon which to improve it would be that of emphasizing analysis more and memorizing facts less. This item was based upon Bloom's hierarchy of learning where one moves from the simplistic level of learning facts to a higher level of learning where analysis occurs. The data also suggests the usefulness of courses in preparing students for their future is directly related to more emphasis on analysis than memorization and to faculty stressing the practical application of course material. Perhaps this is one item that deserves special attention.

13. Please check to what extent each of the following was IMPORTANT to your plans or decisions to come to Catonsville Community College

	Combined % of Important & Very Important		
	Career Students	Transfer Students	Total Students
Your parents	26	30	28
High school teachers	12	9	10
College location	70	80	77
College reputation	52	58	56
Friends	25	31	29
High school counselor	12	13	13
CCC Admission Officer/representative	16	19	18
Costs of College	64	78	74
Specific program at CCC	89	52	64

Students were asked to rate possible influences on their choice of CCC on a four-point scale ranging from 'not important' to 'very important.' Ratings of 'important' and 'very important' are combined

and rankings are presented for ease of interpretation. On four of the nine possible influences over half of the students agreed that they were 'important' or 'very important': college location, costs of college, specific program at CCC and college reputation.

Of particular note are differences between transfer and career student responses. Transfer students indicated two main reasons for attendance at CCC: college location and costs. Career students overwhelmingly indicated that they attended CCC for a specific program; their second major influence, 20% lower, was college location. It is apparent that career programs attract many students to the college and that students are aware of the availability of the program. The low influence ratings they accord to high school counselors and CCC admissions officers may be misleading; surely, these are two sources from which potential students learn about program offerings at the college. Credit hours completed did not appear to affect responses to this question.

Since career students do choose to attend CCC because of a particular career program, this underlines the importance of keeping high school counselors and potential students aware of both current and new career offerings at the college. Because our college students are increasingly from the adult population, dissemination of program information should increasingly occur in various community media. Perhaps specialized dissemination activities, such as 'career evenings' or seminars on career planning could also be directed toward the adult population.

The following two questions were designed to measure affective growth while attending CCC and satisfaction with that growth. The same items and scale, from 1 (highly disagree) to 4 (highly agree) are used for each question. Question 14 asked students to rate the items in terms of 'while at CCC' and question 15 asked students to rate the items in terms of 'if I were to attend CCC again.' For ease of interpretation, only combined ratings of agree and highly agree are presented as well as the rank for each item.

> The following statements describe experiences you may have had or now desire to have had at Catonsville Community College. In the appropriate space to the right of each statement would you please check the degree to which you agree or disagree with each statement.

14. WHILE AT CCC:

	Combined % of Agree and Highly Agree		
	Career Students	Transfer Students	Total Students
I became more aware of why others believe and act as they do	52	60	58
I learned to weigh the pros and cons of various courses of action before I made a decision	66	65	65
I began to feel more personally responsible for my actions than I had in the past	59	64	62
I learned to set goals that were suited to my abilities	66	62	63
I made more attempts to develop relationships with students than I had in the past	46	53	51
I became more tolerant of differing viewpoints on issues of interest to me	69	76	73
I was more concerned with my own, rather than others' evaluations of my accomplishments	70	68	68

Using Hoyt's formula, adequate reliability (.64) was obtained for this scale. Overall, students felt that they had grown in the affective

area while at CCC. Although the rankings of items shows that the usually varied by only a few percentage points, students felt that they had grown most by becoming more tolerant of different viewpoints and being more concerned with their own, rather than others', evaluations of their accomplishments.

Students also felt that they learned to weigh various courses of action prior to making a decision, set goals more suited to their ability and feel more responsible for their actions. Students felt that they had grown least in understanding others and developing more relationships with students.

Slightly less than half of the career students indicated that they had attempted to develop more relationships with students and this was also true for students who had completed less than 37 credits. The only other instance where less than half of the students (those completing less than 37 credits) noted that they had grown was on the item dealing with understanding others.

This is the first attempt we have made to assess growth in the affective area and, as evidenced, it was accomplished by utilizing students' perceptions in retrospect. The more ideal method, whereby students would be asked value or attitude questions on entrance to and exit from the college, and differences between be measured, should be done. By not using the more ideal method, we must acknowledge that 'perceptions in retrospect' accurately reflect actual growth.

Next, students were asked to what degree they would have liked to have grown in these same areas.

> The following statements describe experiences you may have had or now desire to have had at Catonsville Community College. In the appropriate space to the right of each statement would you please check the degree to which you agree or disagree with each statement.

15. IF I WERE TO ATTEND CCC AGAIN:

	Combined % of Agree & Highly Agree		
	Career Students	Transfer Students	Total Students
I would try to be more aware of why others believe and act as they do	57	66	63
I would try to weigh more carefully the pros and cons of various courses of action before making a decision	71	76	74
I would try to be more personally responsible for my actions	66	72	70
I would try harder to set goals that are suited to my abilities	77	77	77
I would make more attempts to develop relationships with students	62	68	64
I would be more tolerant of differing viewpoints on issues of interest to me	68	73	71
I would be more concerned with my own rather than others' evaluations of my accomplishments	70	76	74

Using Hoyt's reliability formula, adequate reliability (.68) was obtained on this scale. Overall, students were much more in agreement as to the degree they would like to grow in the affective area as opposed to how they had grown measured by the previous question. With one exception, more students said they would like to grow more in each area listed than felt they had grown. The highest percentage of students (73%) agreed or highly agreed that 'while at CCC they became more tolerant of differing viewpoints on issues of interest to me,'

whereas 71% agreed or highly agreed that they would wish to grow more in this area if they were to attend CCC again.

Students as a whole felt that they would like to grow more in each of the areas listed--particularly, 'trying harder to set goals that are suited to my abilities.' Interestingly, this is the only affective growth area in which career, transfer, students earning less than 37 credits and 37 or more credits agreed. In all other areas, transfer students and those who had earned 37 or more credits indicated that they desired to grow more. If we were to choose one of the affective areas in which we should help students to grow, it probably should be that of setting goals congruent with abilities. Whether these goals refer to organizing required papers and projects in a realistic time frame or making realistic career goals, we should be aware that students have expressed a need for assistance.

One may conclude that, although students felt that they had grown in the affective area while at CCC, they also felt that they would like to grow more. One may speculate that the more a student grows personnally, the more that student is sensitive to the desirous of further growth.

From the responses to these questions, we can only conclude that students have grown in the affective area and they desire to grow further. Whether one particular facet of the college environment is responsible for this growth is not known, nor is the degree to

which these students would have grown had they not attended a college. We must conclude that the college as a whole contributes to this growth and, perhaps, plan future studies which isolate factors at CCC conductive to this growth as well as assess the degree of growth for which the college is responsible.

Students Who Transferred

Overall, 54% of the students who responded to this survey attended another educational institution after leaving CCC. 33% of all career program students and 63% of all transfer program students indicated that they had transferred to another institution. Because career students tend to transfer to a much lower degree than transfer students, the credit hour dichotomy was subdivided by program area:

	Credit Hours Completed at CCC	
Students	1-36	37 or more
Career Programs	30%	38%
Transfer Programs	44%	80%

The results were particularly surprising in terms of the number of students who transferred. Responses to a previously discussed goals question indicated that students who attend CCC do so for a variety of goals. 57% of the students indicated plans to transfer to another educational institution and 54% of all students did indeed

transfer. Given the number of occurrences which can interfere with plans to transfer, it appears that students who attend CCC do achieve, at least in this instance, their stated educational goals.

It is apparent also that a large portion of career students--those enrolled in presumably terminal programs--are choosing to transfer. This points to a need for continued program articulation in career areas.

The data also shows that not only program area, but number of credits completed tends to affect transfer of students. The more credits both career and transfer students completed, the more likely they were to transfer. Perhaps those with specified goals to transfer did complete more credit hours, but it is also likely that CCC encourages students to continue their education.

Table 1. Since leaving CCC, have you attended...
(Check all which apply)

	Career Students	Transfer Students	Total Students
Another community college	16%	9%	10%
Four-year college or university	65%	78%	76%
Graduate or professional school	8%	9%	9%
Vocational School	11%	4%	5%

The vast majority of former CCC students, 76% who have attended another educational institution, choose a four-year college or university. 65% of career students and 78% of transfer students attended a four year college or university. A larger percentage of career students, 16%, as contrasted to 9% of transfer students chose another community college. Although most of the students who responded to this questionnaire had

not had time to accumulate enough credits to allow them to enter graduate or professional schools, 8% of the career students and 9% of the transfer students indicated they had done so. It was not surprising to find that more career students than transfer attended a vocational school. Over 75% of students attending a vocational school had completed less than 37 credits at CCC.

Credit hours completed affected choice of transfer institution with those students completing 37 or more credits tending both to have attended a four year college or university and graduate or professional school.

Table 2. Were the institution(s) (Check all which apply)

	Career Students	Transfer Students	Total Students
Towson State	20%	29%	27%
UMBC	9%	14%	13%
Maryland at College Park	13%	17%	16%
Other Maryland Community College or University	39%	24%	27%
Out-of-state institution	18%	16%	16%

When CCC students transfer, they are most likely to attend an in-state institution. Overall, 84% went to an in-state college or university. Anticipating this response, students were asked specific institutions to which they might have transferred. 27% attended Towson, 13% attended UMBC, 16% attended the University of Maryland at College Park and 27% attended Maryland community colleges or universities.

60% of the transfer students attended Towson State, UMBC or University of Maryland at College Park as opposed to 42% of the career students. This may reflect the differential needs of career and transfer students. While these institutions may fulfill the academic needs of transfer students in terms of program areas, perhaps there are other educational institutions in Maryland and out-of-state that better fulfill the vocational needs of career students. For example, the University of Baltimore encourages career student transfers by limiting the loss credit.

We also looked at career and transfer students in terms of the number of credits they earned at CCC. As expected, those who had earned 37 or more credits were more likely to attend Towson, UMBC or the University of Maryland at College Park. This is true for both transfer and career students.

Table 3. To what extent did your major at CCC relate to your major at your college of transfer?

	Career Students	Transfer Students	Total Students
Same	43%	52%	50%
Different, but related	35%	32%	33%
Different & unrelated	22%	15%	17%

One half of former CCC students who transferred to another educational institution remained in the same program; however, transfer students were more likely to do so than career students. Approximately one third of both career and transfer students entered different, but related programs. A smaller percentage of students entered different

and unrelated programs; however the percentage of career students who do so is greater than the percentage of transfer students. Those students earning less than 37 credit hours - be they career or transfer students - are more likely to enter a different or unrelated program than students who have completed 37 or more credits at CCC. However, 83% of all respondents entered a program either the identical or related to the program in which they had been enrolled at CCC.

Table 4. How many semester hours earned at CCC were not accepted for transfer credit?

	Career Students	Transfer Students	Total Students
All semester hours accepted	37%	47%	45%
Lost 1-6 hours	21%	35%	33%
Lost 7-12 hours	18%	11%	13%
Lost 13-20 hours	7%	5%	5%
Lost 21-30 hours	8%	1%	2%
Lost more than 30 hours	8%	1%	2%

Hopefully, the need to ask this question, at least of students who transfer to public, in-state colleges, will be alleviated since the adoption of the Maryland Council of Higher Education Transfer Policy. This policy, which will go into effect this year, enables students transferring an associate degree to a four year public college or university to transfer their degree and be placed at junior standing.

45% of students who transferred to other institutions had all their semester hours accepted. An additional 33% lost only between 1 and 6 credit hours. This speaks highly to the articulation that has been developed with transfer institutions and to efforts made to inform students of the transferability of courses.

It should be recalled that most CCC students transferred to either Towson, UMBC or the University of Maryland at College Park. Articulation with these institutions is quite obviously a well functioning process. It seems likely that the percentage of students who lost 12 or more hours when they transferred were those who had changed their programs.

A higher percentage of transfer students had either all their semester hours accepted or lost less than 6 credits than did career students. Recalling that more career, than transfer students totally changed their major area, the greater loss of credits by transferring career students may well point to the need for more articulation in the career program area and the recognition that career programs are no longer to be considered solely as a terminal course of study. This is not to say that a career program student does not prepare for a career upon departure from CCC, but rather that career students have exercised options to continue their education and undoubtedly will continue to do so.

Table 5. What was your overall grade point average at your college of transfer?

	Career Students	Transfer Students	Total Students
To 2.0	5%	8%	7%
2.1 - 2.5	27%	29%	29%
2.6 - 3.0	29%	37%	35%
3.1 - 3.5	27%	20%	21%
3.6 - 4.0	11%	6%	8%

93% of all respondents reported they had earned above a 2.0 average at the college to which they transferred. Thus, only 7% of respondents reported a grade point average of less than 2.0 which might be considered

one placing them on academic probation. Overall, nearly a third of all students who transferred reported an average above 3.0 which is much higher than anticipated. Neither credit hours completed nor program area at CCC appeared to affect academic average at transfer institutions. However, a slightly higher percentage of career program students earned above a 3.0 average than transfer students.

It is apparent that CCC students perform academically very well, perhaps exceptionally well, at their transfer college. Undoubtedly, both excellent preparation at CCC and developed articulation methods contribute to the performance of transfer students.

Table 6. To what extent did CCC prepare your for additional academic work?

	Career Students	Transfer Students	Total Students
Not satisfactory	12%	10%	11%
Satisfactory	68%	65%	66%
Extremely satisfactory	20%	25%	24%

Responses to this question, substantiate one reason as to why students are performing so well at transfer colleges. Overall, 90% of all transfers indicated that CCC prepared them for additional academic work to a 'satisfactory' or 'extremely satisfactory' extent. Both transfer students and students who had completed 37 or more credits at CCC gave 'extremely satisfactory' ratings to a larger extent than did career students or students completing less than 37 credits. This may be partially explained by responses to a previous question in which both career students and students completing less than 37 credits indicated that they major in totally different programs at

their transfer institution. It is apparent that CCC teaching faculty are not only preparing students academically well, but that students acknowledge their excellent preparation.

Table 7. Have you received one or more of the following degrees?

	Career Students	Transfer Students	Total Students
Associate of Arts or Science	33%	32%	32%
Bachelor's	21%	27%	26%
Master's	3%	1%	1%
Doctorate	0	0	0
Certificate	8%	5%	6%
Other professional degree	4%	2%	2%
Not-to-date	54%	49%	5%

Given that many students who transferred to other educational institutions would not have had time to complete degrees, still half of the students had managed to do so. This was true to a slightly less degree for transfer students and to a considerably less degree for students who had completed less than 37 credits.

6% of students who transferred had earned certificate degrees, one-third had earned associates, one-quarter had earned bachelor's and 3% had earned a master's or professional degree. The more credit hours completed at CCC, the more likely a student was to have earned an asspciate and bachelor's degree. Although there were no significant differences between career and transfer students, this in itself was expected. One-fifth of the career students had earned bachelor's degrees which again demonstrates that career students are exercising educational options beyond a terminal degree.

It is apparent that CCC students are completing degrees beyond the Associate in Arts and further studies will follow-up individual entry classes in order to control further the time it takes to complete degrees.

Students Who Are Currently Employed

63% of all respondents were currently employed. More career than transfer students and more students who had completed less than 37 credits than 37 or more credits were employed.

CURRENTLY EMPLOYED STUDENTS

Career Students	69%
Transfer Students	61%
Less than 37 Credits Completed	65%
37 or More Credits Completed	61%
Total	63%

1. The most accurate relationship between your program at CCC and job is...

	Career Students	Transfer Students	Total
program helpful & directly related to job	51%	21%	32%
program helpful but slightly related to job	29%	44%	38%
program not helpful, but slightly related to job	6%	6%	7%
program not helpful and not related to job	14%	28%	23%

80% of career students and 71% of transfer students indicated that their program was helpful. Most career students felt that their program was also directly related to their job; whereas most transfer students indicated their programs were slightly related to their jobs.

Twice as many transfer as career program students indicated that their program was not helpful and not related to their job. This was not unexpected: career program students come to the college with, in general, defined career objectives and take courses accordingly.

There were not any appreciable differences in the responses of students who had completed less than 37 or 37 or more credit hours. This further substantiates that program area, career or transfer, affects responses to this question.

2. Did you hold your present job while attending CCC?
(Check "Yes" even if you worked part-time at that job while attending CCC and are now working full-time.)

	Career Students	Transfer Students	Total
Yes	48%	36%	40%
No	52%	64%	60%

Not surprisingly, more career than transfer students and more students who had completed less than 37 credits than those who had completed 37 or more credits indicated that they had held their present job while they were attending CCC. Career students and those who had completed less than 37 credits indicated to a much larger degree than any of the other sub-groups that they attended CCC to upgrade skills and it would seem unlikely that they would remain in the same position. It was also anticipated that a "yes" response to this question, indicating "job longevity", would tend to heighten the current salary reported in the next question.

3. Your current salary in annual terms before deductions, is...

	Career Students %	Transfer Students %	Total %
below $5000	8	18	14
$5001 to $6000	13	16	15
$6001 to $7000	16	12	13
$7001 to $8000	11	19	16
$8001 to $9000	15	11	13
Above $9000	37	24	28

Overall, 70% of the respondents indicated that their salary was in excess of $6000 annually and nearly 60% indicated that their salary was in excess of $7000 annually. Of the various salary breakdowns provided, 28% of former students checked above $9000 annually.

Of the four sub-groups, career students and students who had completed less than 37 credits tended to have higher current annual salaries. It is suggested that these two factors are interrelated: That career students as a whole and students who come to the college to upgrade skills (as represented by those that complete less than 37 credits) tend to a larger extent to have held their present job while they were attending the college and, therefore, earn higher salaries in part based on longevity.

4. Is your current job located in ...

	Career Students %	Transfer Students %	Total %
Baltimore County	41	41	41
Baltimore City	28	27	27
Washington, Prince George or Montgomery County Area	5	7	6
Other Maryland location	20	17	18
Out-of-State	5	8	7

Nearly 70% of the students responding to the survey indicated that they were now employed in Baltimore County or Baltimore City. Not more than 10% are employed out-of-state. This substantiates that the college is preparing students to meet local job needs and that the county and state is being reimbursed through productivity of former CCC students for educational expenditures. There were no appreciable differences in the locations of jobs among the four sub-groups.

5. Did your education at CCC assist you in...

	% OF YES RATINGS *		
	Career Students	Transfer Students	Total
being able to get along with persons different from yourself	59	62	62
deepening your self-understanding	69	71	71
increasing your theoretical understanding of skills required by your job	88	79	79
increasing your ability to perform skills required by your job	82	75	75
obtaining your job	48	76	76
obtaining salary increases and/or promotions	49	44	44

* A 'Yes', 'No','Not Applicable' scale was used.

Students in all sub-groups, particularly those who had completed 37 or more credit hours, felt that their education at CCC assisted them in being able to get along with persons different from themselves and deepening their self-understanding. The majority of students, and particularly career students, indicated that their education at CCC had assisted them by increasing their theoretical understanding of skills required by their job and by increasing their ability to perform these skills. Only a majority of transfer students and students who had completed 37 or more credits felt that their education at CCC had helped them in obtaining their job. This was not surprising since many career students

and students who had completed less than 37 credits had indicated they held the same position while studying at CCC. Not quite half of the students who responded felt that their education at CCC had assisted them in obtaining salary increases and/or promotions.

Overall, former students said that their education at CCC benefited them, particularly in areas of theoretical knowledge, skill performance, self-understanding and human relation skills.

6. Please rate your satisfaction with your present job ...

	Combined Ratings of Satisfied & Highly Satisfied *		
	Career Students %	Transfer Students %	Total %
Salary is good	77	69	72
There is an opportunity to advance	75	73	74
There is an opportunity for salary to increase	85	81	82
Fringe benefits are good	82	79	80
You enjoy your job	88	84	85
You make new friends on the job	92	92	92
You communicate easily with superiors	89	91	90
You feel your job is important	87	80	83

* A four-point scale was used; the percentages presented are an addition of the top half of the scale.

This question was designed to serve as a job satisfaction index. The reliability obtained, .594, from Hoyt's formula was particularly good for a scale of this sort. Overall, students were 'satisfied' or 'highly satisfied' with each item on the job satisfaction scale. In most instances career students were more satisfied than transfer students and students who had completed less than 37 credit hours were more satisfied than students who had completed 37 or more credits. Students were most satisfied with the opportunity to make new friends on the job and to easily communicate with superiors than with salary and opportunity for advancement. Fortunately,

most indicate they enjoy their job and that they feel their job is important. They are also optimistic in feeling that there is an opportunity for their salary to increase.

Conclusion

To condense the findings of this study would be a disservice to both student and reader. Many differences were found in responses to the survey among students in the four sub-groups and these differences, as well as similarities, require careful scrutiny if we are to make use of these findings. However, if there is one word that sums up the Catonsville Community College students who participated in this survey, it is diversity. The College draws students from a wide variety of sources, with a wide diversity of ages, backgrounds, and goals and transfers them on to many different roles of work and study. The value added by Catonsville Community College in this process can only be hinted at by such indicators as job satisfaction, earning power, community participation, continued non-collegiate education, success rates in colleges and universities, and participation in local government. In general, students indicated they were well satisfied with the College - their education, its bearing on their employment and/or performance at other colleges, and the environment and many services Catonsville Community College offered them.

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 26 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

CATONSVILLE COMMUNITY COLLEGE FOLLOW-UP STUDY

The mailing label appears on this questionnaire so that you were not asked information which was already on file at CCC such as your major or number of credits completed. It also enables CCC to keep its mailing list up-to-date. Please be assured that your responses will be confidential; data will be presented for the total group, not by individual.

Please correct mailing address below:

Name: _____

Address: _____

_____

1. While attending CCC, did you change your curriculum ...

(1/1) [] Not at all
(1/2) [] One time
(1/3) [] More than one time

2. Please check your one primary reason for first attending CCC.

(2/1) [] to obtain an AA degree before transferring
(2/2) [] to obtain an AA degree; no further immediate educational plans
(2/3) [] to obtain training in a special program or upgrade skills
(2/4) [] to take some college level courses before transferring
(2/5) [] to take some liberal arts courses which interested me
(2/6) [] to get some college education

3. Please check all of the following educational activities in which you participated after leaving CCC.

(3/1) [] high school adult programs
(3/2) [] non-credit courses at two or four-year colleges
(3/3) [] correspondence course
(3/4) [] on-the-job training course
(3/5) [] TV course
(3/6) [] attended concerts, ballets, theatres, film productions, lectures
(3/7) [] other (please specify): _____
(3/8) [] none of the above

4. Please check all of the following community activities in which you have participated after leaving CCC.

(4/1) [] Junior Chamber of Commerce, community group
(4/2) [] Political party, political organization
(4/3) [] Church group
(4/4) [] PTA, school volunteer
(4/5) [] Red Cross, hospital volunteer
(4/6) [] Recreation, athletic group volunteer, scouting
(4/7) [] Other (please specify): _____

5. How did you locate your first job after leaving CCC?

(5/0) [] have not been employed
(5/1) [] CCC faculty
(5/2) [] CCC counselors
(5/3) [] employment agency
(5/4) [] family or friend
(5/5) [] your own initiative
(5/6) [] held same job while attending CCC

6. On your first job after leaving CCC, what was your annual full-time salary before taxes? (IF YOU WERE WORKING PART-TIME, CALCULATE YOUR SALARY ON A FULL-TIME BASIS.)

(6/0) [] have not been employed
(6/1) [] $5,000 to $6,000
(6/2) [] $6,000 to $7,000
(6/3) [] $7,000 to $8,000
(6/4) [] $8,000 to $9,000
(6/5) [] Above $9,000

7. If you have been unable to find employment, the primary reason is ...

(7/0) [] question does not apply to me
(7/1) [] salary too low
(7/2) [] few openings in my field
(7/3) [] military status interfered
(7/4) [] additional educational training is needed
(7/5) [] academic record
(7/6) [] other (please specify) _____

8. The following items describe aspects & services of Catonsville Community College. In the appropriate space to the right of each statement would you please check the degree to which you were satisfied.

	No Experience With Item	Highly Dissatisfied				Highly Satisfied	
	0	1	2	3	4	5	
1. overall quality of instruction	[]	[]	[]	[]	[]	[]	(8/1)
2. faculty availability after class	[]	[]	[]	[]	[]	[]	(8/2)
3. faculty interest in students	[]	[]	[]	[]	[]	[]	(8/3)
4. freshmen orientation program	[]	[]	[]	[]	[]	[]	(8/4)
5. availability of cultural programs	[]	[]	[]	[]	[]	[]	(8/5)
6. assistance finding employment	[]	[]	[]	[]	[]	[]	(8/6)
7. counseling for course selection	[]	[]	[]	[]	[]	[]	(8/7)
8. counseling for personal problems	[]	[]	[]	[]	[]	[]	(8/8)
9. overall college facilities	[]	[]	[]	[]	[]	[]	(8/9)
10. facilities in my college program	[]	[]	[]	[]	[]	[]	(8/10)
11. student-faculty relationships	[]	[]	[]	[]	[]	[]	(8/11)
12. student relationships	[]	[]	[]	[]	[]	[]	(8/12)
13. student influence in college decisions	[]	[]	[]	[]	[]	[]	(8/13)
14. variety of student extra-curricular activities	[]	[]	[]	[]	[]	[]	(8/14)
15. variety of student organizations	[]	[]	[]	[]	[]	[]	(8/15)
16. academic atmosphere	[]	[]	[]	[]	[]	[]	(8/16)
17. overall college atmosphere	[]	[]	[]	[]	[]	[]	(8/17)

Each section of the following statements applies to the defined area of courses. Please indicate your degree of agreement with the statement by placing a check in the appropriate box. If you have not taken courses in one of the areas, do not rate that area and go on to the next.

9. SOCIAL SCIENCES: Anthropology, Geography, History, Political Science, Psychology, and Sociology, etc.

	Highly Disagree 1	2	3	Highly Agree 4	
1. There was an adequate variety of courses	[]	[]	[]	[]	(9/1)
2. There was less emphasis on memorizing facts and more emphasis on analysis	[]	[]	[]	[]	(9/2)
3. The courses were useful in preparing me for my future	[]	[]	[]	[]	(9/3)
4. Faculty stressed the necessity of practical application of course material	[]	[]	[]	[]	(9/4)
5. In general, I was satisfied with courses in Social Sciences	[]	[]	[]	[]	(9/5)

10. HUMANITIES: English, Music, Philosophy, Speech, Art, etc.

1. There was an adequate variety of courses	[]	[]	[]	[]	(10/1)
2. There was less emphasis on memorizing facts and more emphasis on analysis	[]	[]	[]	[]	(10/2)
3. The courses were useful in preparing me for my future	[]	[]	[]	[]	(10/3)
4. Faculty stressed the necessity of practical application of course material	[]	[]	[]	[]	(10/4)
5. In general, I was satisfied with courses in Humanities	[]	[]	[]	[]	(10/5)

11. NATURAL SCIENCE: Astronomy, Biology, Chemistry, Geology, Mathematics, Meteorology, Physics, Physical Science, etc.

1. There was an adequate variety of courses	[]	[]	[]	[]	(11/1)
2. There was less emphasis on memorizing facts and more emphasis on analysis	[]	[]	[]	[]	(11/2)
3. The courses were useful in preparing me for my future	[]	[]	[]	[]	(11/3)
4. Faculty stressed the necessity of practical application of course material	[]	[]	[]	[]	(11/4)
5. In general, I was satisfied with courses in Natural Science	[]	[]	[]	[]	(11/5)

12. CAREER VOCATIONAL AND PROFESSIONAL: Education, Nursing, Engineering, Business, other technology courses, etc.

1. There was an adequate variety of courses	[]	[]	[]	[]	(12/1)
2. There was less emphasis on memorizing facts and more emphasis on analysis	[]	[]	[]	[]	(12/2)
3. The courses were useful in preparing me for my future	[]	[]	[]	[]	(12/3)
4. Faculty stressed the necessity of practical application of course material	[]	[]	[]	[]	(12/4)
5. In general, I was satisfied with courses in Career Vocational and Professional	[]	[]	[]	[]	(12/5)

13. Please check to what extent each of the following was IMPORTANT to your plans or decisions to come to Catonsville Community College.

	NOT IMPORTANT 1	SLIGHTLY IMPORTANT 2	IMPORTANT 3	VERY IMPORTANT 4	
Your parents	[]	[]	[]	[]	(12/1)
High school teachers	[]	[]	[]	[]	(12/2)
College location	[]	[]	[]	[]	(12/3)
College reputation	[]	[]	[]	[]	(12/4)
Friends	[]	[]	[]	[]	(12/5)
High school counselor	[]	[]	[]	[]	(12/6)
CCC admissions officer or representative	[]	[]	[]	[]	(12/7)
Costs of college	[]	[]	[]	[]	(12/8)
Specific program at CCC	[]	[]	[]	[]	(12/9)
Other (please specify):	[]	[]	[]	[]	(12/10)

_____

The following statements describe experiences you may have had or now desire to have had at Catonsville Community College. In the appropriate space to the right of each statement would you please check the degree to which you agree or disagree with each statement.

14. WHILE AT CCC:	HIGHLY DISAGREE 1	2	3	HIGHLY AGREE 4	
I became more aware of why others believe and act as they do	[]	[]	[]	[]	(14/1)
I learned to weigh the pros and cons of various courses of action before I made a decision	[]	[]	[]	[]	(14/2)
I began to feel more personally responsible for my actions than I had in the past	[]	[]	[]	[]	(14/3)
I learned to set goals that were suited to my abilities	[]	[]	[]	[]	(14/4)
I made more attempts to develop relationships with students than I had in the past	[]	[]	[]	[]	(14/5)
I became more tolerant of differing viewpoints on issues of interest to me	[]	[]	[]	[]	(14/6)
I was more concerned with my own, rather than others' evaluations of my accomplishments	[]	[]	[]	[]	(14/7)

15. IF I WERE TO ATTEND CCC AGAIN:					
I would try to be more aware of why others believe and act as they do	[]	[]	[]	[]	(15/1)
I would try to weigh more carefully the pros and cons of various courses of action before making a decision	[]	[]	[]	[]	(15/2)
I would try to be more personally responsible for my actions	[]	[]	[]	[]	(15/3)
I would try harder to set goals that are suited to my abilities	[]	[]	[]	[]	(15/4)
I would make more attempts to develop relationships with students	[]	[]	[]	[]	(15/5)
I would be more tolerant of other students' views	[]	[]	[]	[]	(15/6)
I would be more concerned with my own, rather than others' evaluations of my accomplishments	[]	[]	[]		(15/7)

CURRENTLY EMPLOYED

PLEASE ANSWER THE QUESTIONS ON THIS PAGE ONLY IF YOU ARE CURRENTLY EMPLOYED

1. **The most accurate relationship between your program at CCC and job is ...**

(J1/1) [] **program helpful and directly related to job**
(J1/2) [] **program helpful but slightly related to job**
(J1/3) [] **program not helpful, but slightly related to job**
(J1/4) [] **program not helpful and not related to job**

2. Did you hold your present job while attending CCC?
(Check 'YES' even if you worked part-time at that job while attending CCC and are now working full-time)

(J2/1) [] Yes
(J2/2) [] No

3. Your current salary in annual terms before deductions, is ...

(J3/1) [] below $5,000
(J3/2) [] $5001 to $6,000
(J3/3) [] $6001 to $7,000
(J3/4) [] $7001 to $8,000
(J3/5) [] $8001 to $9,000
(J3/6) [] Above $9,000

4. Is your current job located in ...

(J4/1) [] Baltimore County
(J4/2) [] Baltimore City
(J4/3) [] Washington, Prince George or Montgomery County Area
(J4/4) [] Other Maryland location
(J4/5) [] Out-of-state

5. Did your education at CCC assist you in ...

being able to get along with persons different from yourself		NO []	YES [] (J5/1)
deepening your self-understanding		NO []	YES [] (J5/2)
increasing your theoretical understanding of skills required by your job	NOT APPLICABLE []	NO []	YES [] (J5/3)
increasing your ability to perform skills required by your job	NOT APPLICABLE []	NO []	YES [] (J5/4)
obtaining your job	NOT APPLICABLE []	NO []	YES [] (J5/5)
obtaining salary increases and/or promotions	NOT APPLICABLE []	NO []	YES [] (J5/6)

6. Please rate your satisfaction with your present job.

	Highly Dissatisfied	Dis-Satisfied	Satisfied	Highly Satisfied	
Salary is good	[]	[]	[]	[]	(J6/1)
There is an opportunity to advance	[]	[]	[]	[]	(J6/2)
There is an opportunity for salary to increase	[]	[]	[]	[]	(J6/3)
Fringe benefits are good	[]	[]	[]	[]	(J6/4)
You enjoy your job	[]	[]	[]	[]	(J6/5)
You make new friends on the job	[]	[]	[]	[]	(J6/6)
You communicate easily with superiors	[]	[]	[]	[]	(J6/7)
You feel your job is important	[]	[]	[]	[]	(J6/8)

7. The Office of Institutional Research is planning further studies that will help CCC meet the needs of students. If in one of these studies, we would need to contact your employer, would you give your permission?

YES [] NO []

NAME OF EMPLOYER _____

EMPLOYER'S ADDRESS _____

_____

CONTINUED EDUCATION

PLEASE ANSWER THE QUESTIONS ON THIS PAGE ONLY IF YOU HAVE ATTENDED ANOTHER SCHOOL OR COLLEGE AFTER LEAVING CATONSVILLE COMMUNITY COLLEGE.

1. Since leaving CCC, have you attended ...
(Check all which apply)

(T1/1) [] another community college
(T1/2) [] four-year college or university
(T1/3) [] graduate or professional school
(T1/4) [] vocational school

2. Were the institution(s)
(Check all which apply)

(T2/1) [] Towson State
(T2/2) [] UMBC
(T2/3) [] Maryland at College Park
(T2/4) [] Other Maryland Community College or University
(T2/5) [] Out-of-state institution

3. To what extent did your major at CCC relate to your major at your college of transfer?

(T3/1) [] Same
(T3/2) [] Different, but related
(T3/3) [] Different & unrelated

4. How many semester hours earned at CCC were not accepted for transfer credit?

(T4/1) [] all semester hours accepted
(T4/2) [] lost 1 - 6 hours
(T4/3) [] lost 7 - 12 hours
(T4/4) [] lost 13 - 20 hours
(T4/5) [] lost 21 - 30 hours
(T4/6) [] lost more than 30 hours

5. What was your overall grade point average at your college of transfer?

(T5/1) [] to 2.0
(T5/2) [] 2.1 - 2.5
(T5/3) [] 2.6 - 3.0
(T5/4) [] 3.1 - 3.5
(T5/5) [] 3.6 - 4.0

6. To what extent did CCC prepare you for additional academic work?

(T6/1) [] Not satisfactory
(T6/2) [] Satisfactory
(T6/3) [] Extremely satisfactory

7. Have you received one or more of the following degrees?

(T7/1) [] Associate of Arts or Science
(T7/2) [] Bachelor's Degree
(T7/3) [] Master's Degree
(T7/4) [] Doctorate
(T7/5) [] Certificate
(T7/6) [] Other professional degree
(T7/7) [] Not-to-date